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The present study surveys changes in characteristics of students entering the University of Minnesota from 1963 to 1973. Data are presented for selected achievement and biographical variables. For each variable, data are presented for the total sample, for each sex and each college of entrance at the University. The academic characteristics of freshmen have changed only slightly over the 10-year period. Parents of University freshmen in 1973 had more education and were of higher occupational status than parents of freshmen in 1963. Students' plans for financing the costs of a college education have also changed. (Author)

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CHANGES IN UNIVERSITY FRESHMEN: 1963-1973

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In order for a university to be maximally effective, its scope and purpose must be related to the characteristics and needs of the university population. Over the past decade, society has undergone many changes, and one might expect the characteristics of university students to have changed similarly. The present report looks at changes in the characteristics of freshmen entering the University of Minnesota from 1963 to 1973.

The data presented are derived from freshman profiles prepared annually by the Office of Admissions and Records at the University. The following variables were chosen for analysis:

1. MSAT - Median college percentile on the Minnesota Scholastic Aptitude Test, a test, highly verbal in nature, developed for the Minnesota Statewide Testing Program.
2. ACT - Mean composite score on the four tests of educational development (English, Mathematics, Social Studies, and Natural Science) of the American College Testing Program.
3. HSR - Median high school percentile rank.
4. GPA - Median high school grade point average in academic subjects (A = 4.0). Non-academic subjects (e.g., physical education) are excluded from this index.
5. Education of father - Percentage of students whose fathers achieved selected levels of education.

6. Education of mother - Percentage of students whose mothers achieved selected levels of education.
7. Occupation of parent - Percentage of students whose parents fell into specified occupational categories.
8. Finance plans - Percentage of students who planned to rely forty percent or more on various methods of financing their educations.

For each of the variables defined above, data are presented for the following groups:

1. ALL COLLEGE - A composite of male and female freshmen in all colleges of the University.
2. FEMALE - All female freshmen.
3. MALE - All male freshmen.
4. AG-FOR-HE - Students who entered agriculture, forestry, or home economics.
5. EDUCATION - Freshmen who entered the College of Education.
6. GC - Freshmen students who entered the General College of the University.
7. IT - Freshmen who entered the Institute of Technology.
8. CLA - Freshmen who entered the College of Liberal Arts.

Data are presented for the period from 1963 to 1973, inclusive, with three exceptions. No median data are available for AG-FOR-HE students in 1973; the College of Education did not accept incoming freshmen in 1973; complete data on the financial plans of new students were not available until 1967.

MSAT data are presented in Figure 1. Median MSAT percentile scores for females were consistently higher than for males over the

ten-year period. A general curvilinear trend is evident, with a high point in 1967 for IT and Education students and a high point in 1969 for AG-FOR-HE, GC, and CLA students. IT and CLA students had the highest scores, while GC scores were consistently the lowest for any group.

Figure 2 shows that men scored higher on the ACT and showed more change over the years than women. Again, there is a slight curvilinearity, with the high point in 1969 for all groupings. As with median scores on the MSAT, IT and CLA scores were consistently the highest, and GC scores were the lowest.

Median HSR's for the various groups are presented in Figure 3. Females had higher HSR's than males, and all groupings showed a slight increase over the ten-year span. The median high school academic GPA's for the male and female groupings were not available. Data for the other groups, shown in Figure 4, suggest a fairly consistent increase over years, with IT and CLA students having both the highest HSR and GPA values, while GC freshmen had the lowest.

Data on the education of fathers are presented in Figure 5. Generally, there was a decrease in the percentage of fathers having less than a high school diploma. The percentage of fathers completing grade twelve was relatively unchanged, except for increases in AG-FOR-HE and Education. About the same percentage of fathers had some college experience, but the percentage of graduates over the ten-year period increased. This increase is primarily due to an increase in the educational level of fathers of female students.

Data on the education of mothers are presented in Figure 6. A slightly smaller percentage of mothers had less than a high school

education than did ten years ago. Approximately the same percentage of high school graduates were among these women, except in the College of Education, where the proportion was larger than before. The proportion of mothers having some college experience is approximately the same for 1963 and 1973, except for a drop in this proportion among the mothers of AG-FOR-HE students. An increase in the proportion of college graduates is noted, except for the College of Education, where a slightly smaller percentage of mothers now hold college degrees.

The proportion of students whose parents fall into particular occupational categories is shown in Figure 7. The overall increase in the percentage of students whose parents are professional persons, owners, or managers is, according to census figures, definitely greater than that for the population as a whole. The percentage of office, clerical, semi-skilled, and unskilled workers dropped, except among the parents of AG-FOR-HE freshmen. The most noticeable change is the drop in percentage of AG-FOR-HE students from farm homes. This change is reflected in the sharp rise in the proportion of students having professional parents. The general increase in percentage of skilled parents is greatest in the College of Education.

Financial plans data, shown in Figure 8, were not available for male and female groups. Fewer students plan to rely on savings, while more intend to rely on loans and scholarships. These data reflect the students' intentions and not their actual experience.

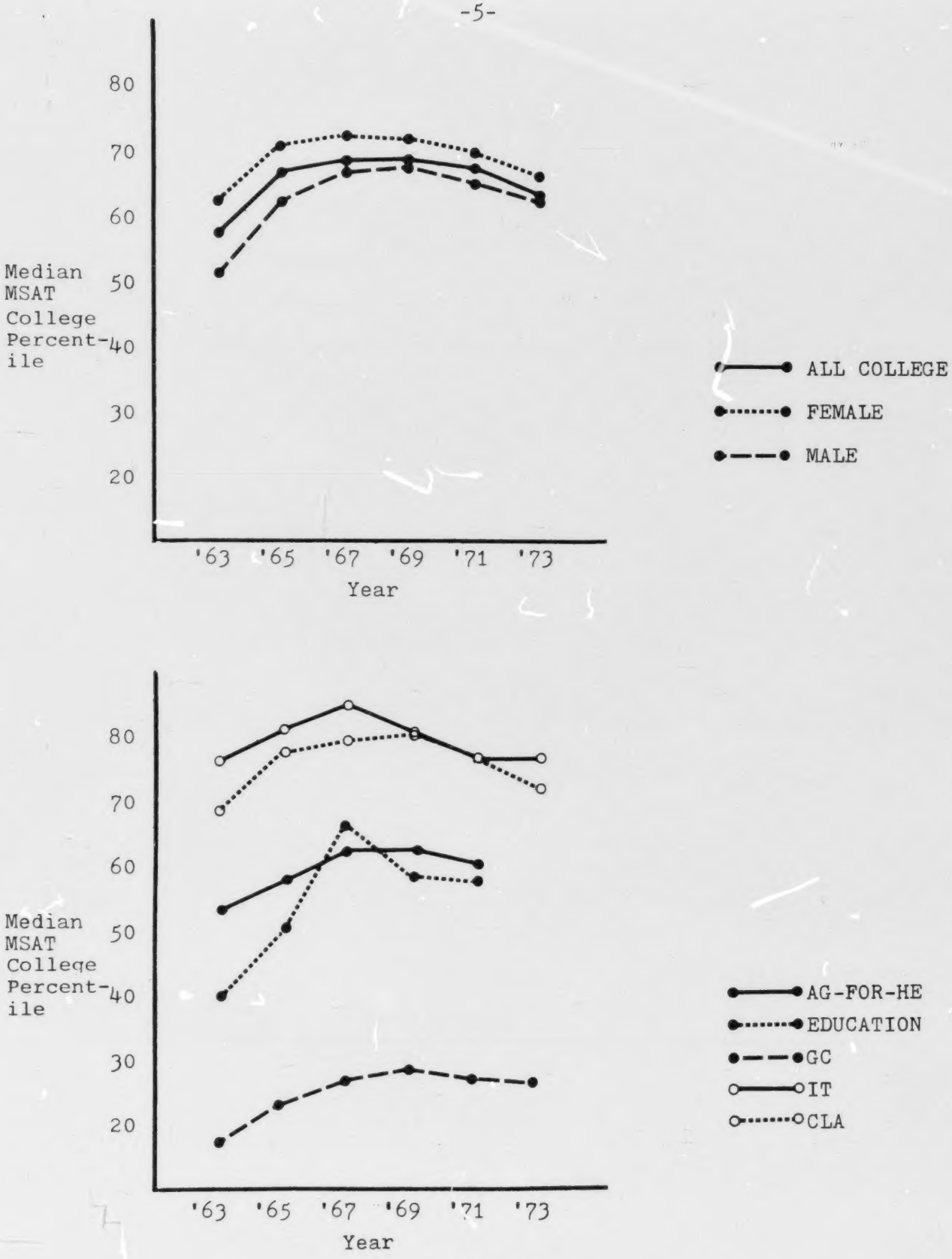
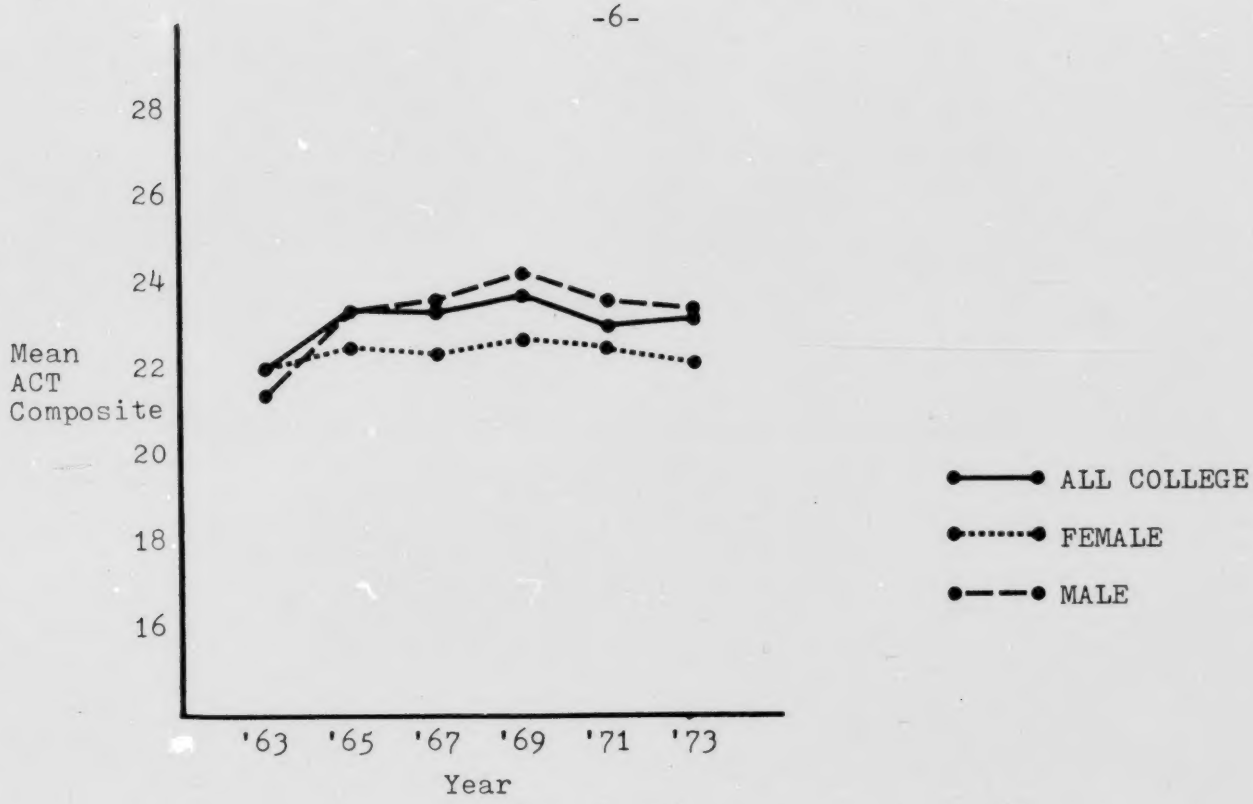


Figure 1.

Median MSAT College Percentile for University of Minnesota Freshmen from 1963-1973 by Sex and College of Entrance.



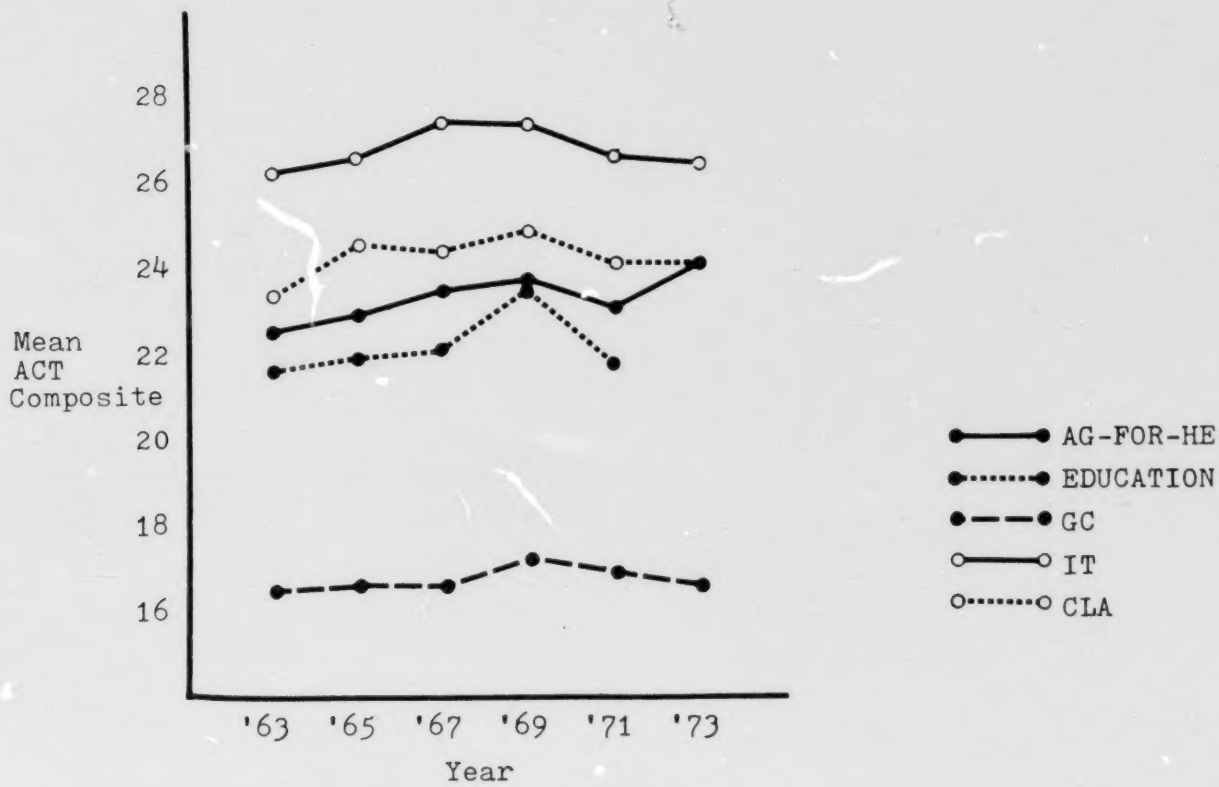
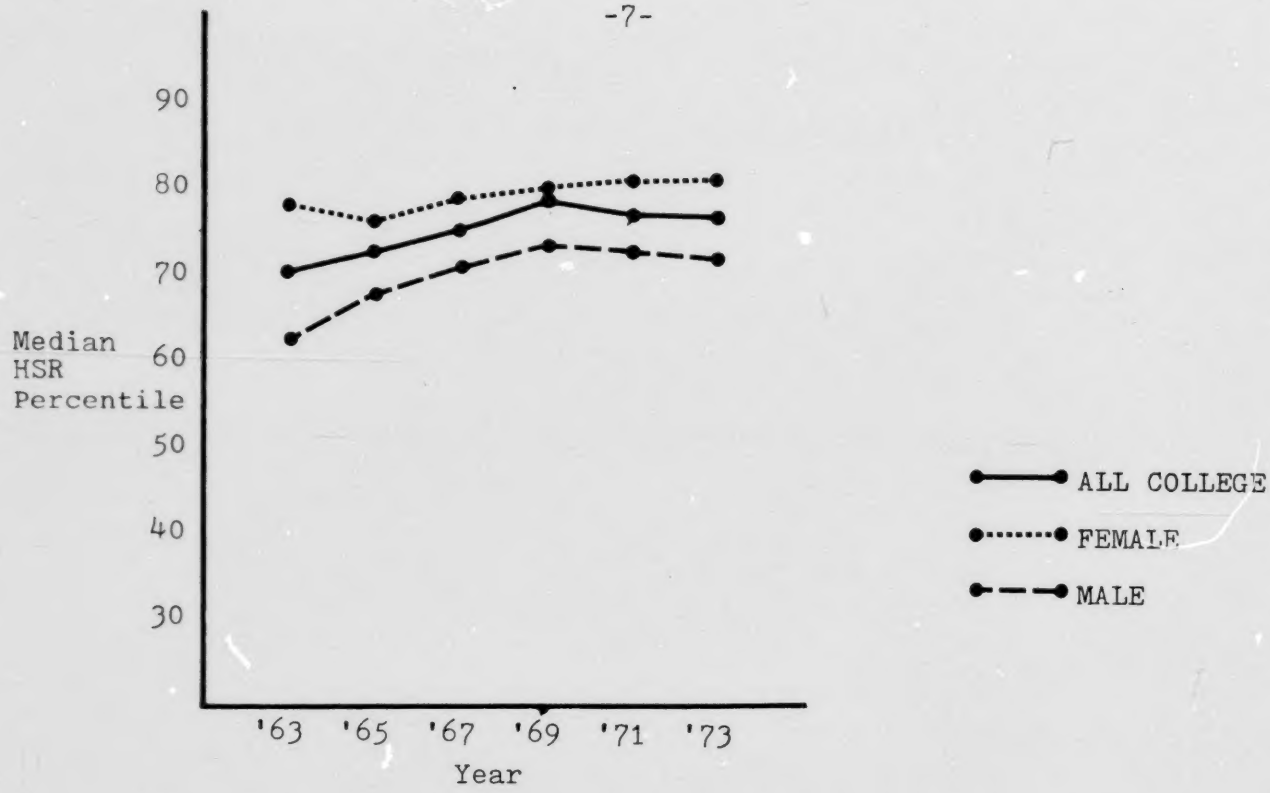


Figure 2.

Mean ACT Composite Score for University of Minnesota Freshmen from 1963-1973 by Sex and College of Entrance.



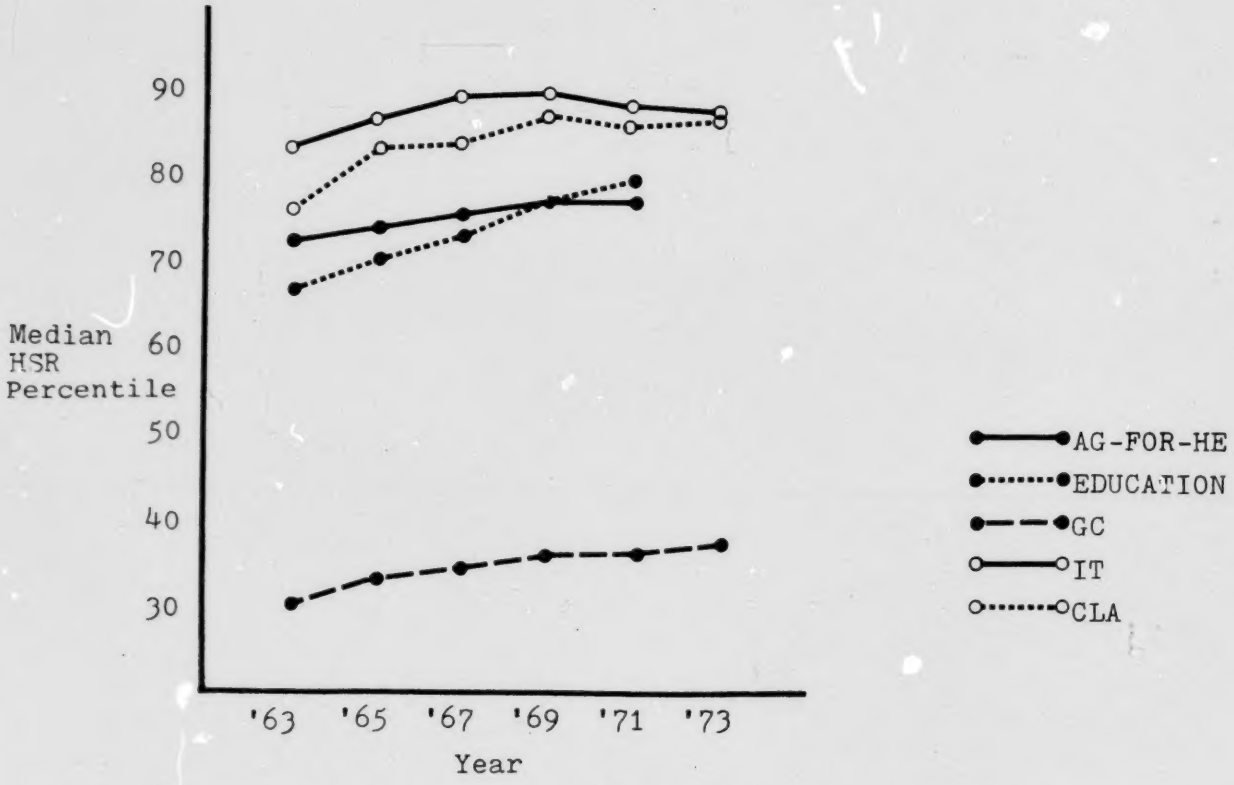
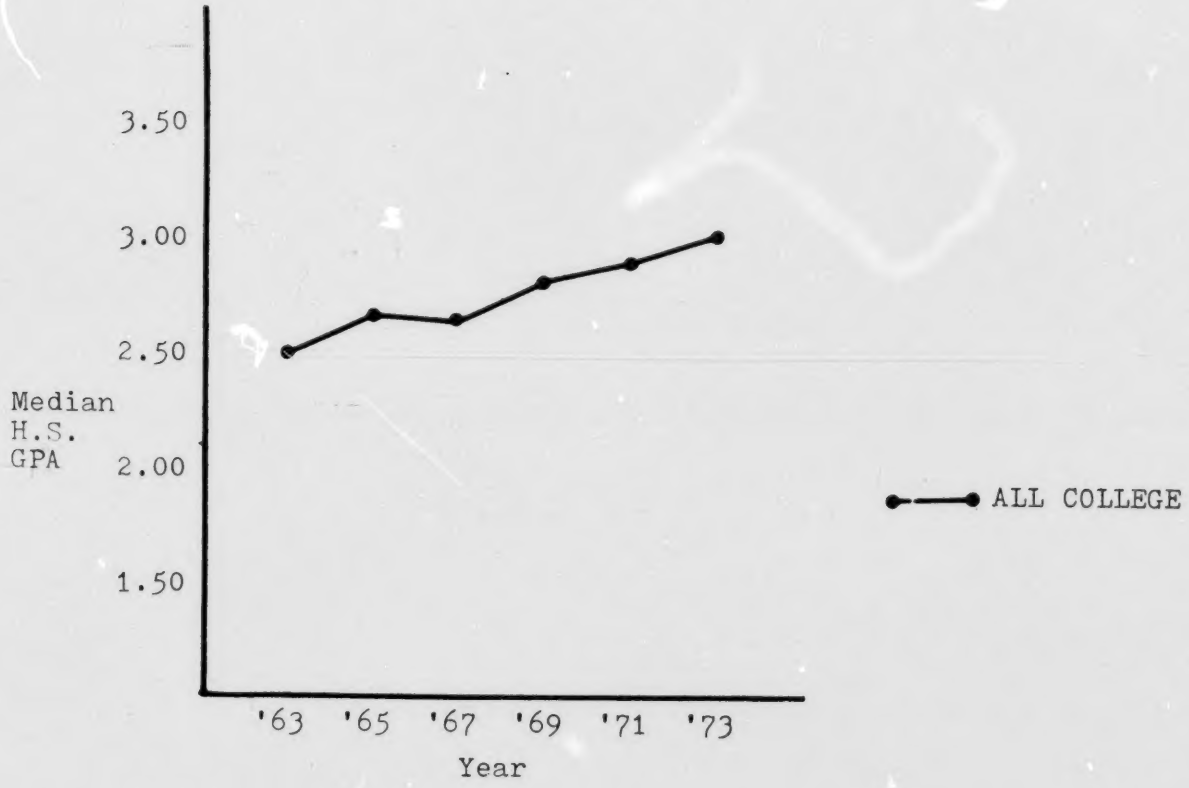


Figure 3.

Median High School Rank Percentile for University of Minnesota Freshmen from 1963-1973 by Sex and College of Entrance.



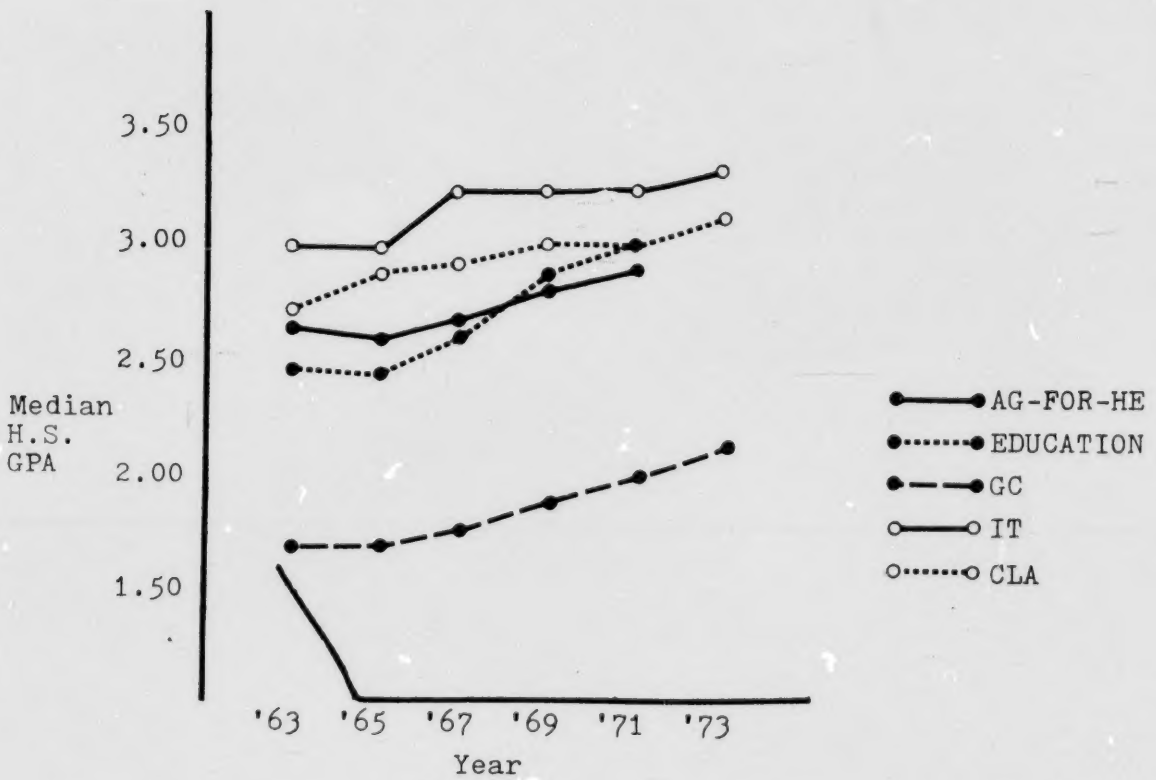


Figure 4.

Median High School Grade Point Average for University of Minnesota Freshmen from 1963-1973 by College of Entrance.

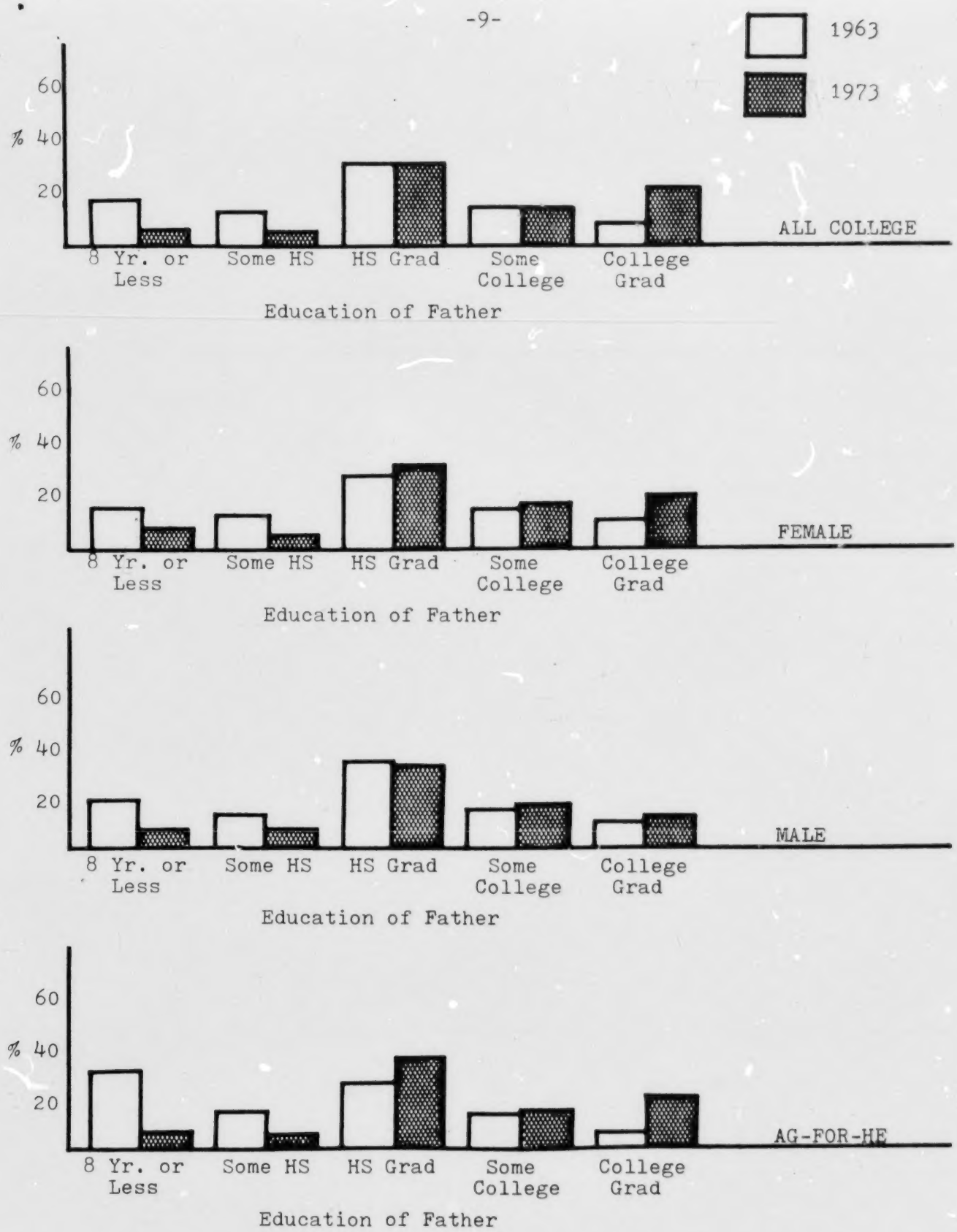


Figure 5.

Father's Education for University of Minnesota Freshmen in 1963 and 1973 by Sex and College of Entrance.

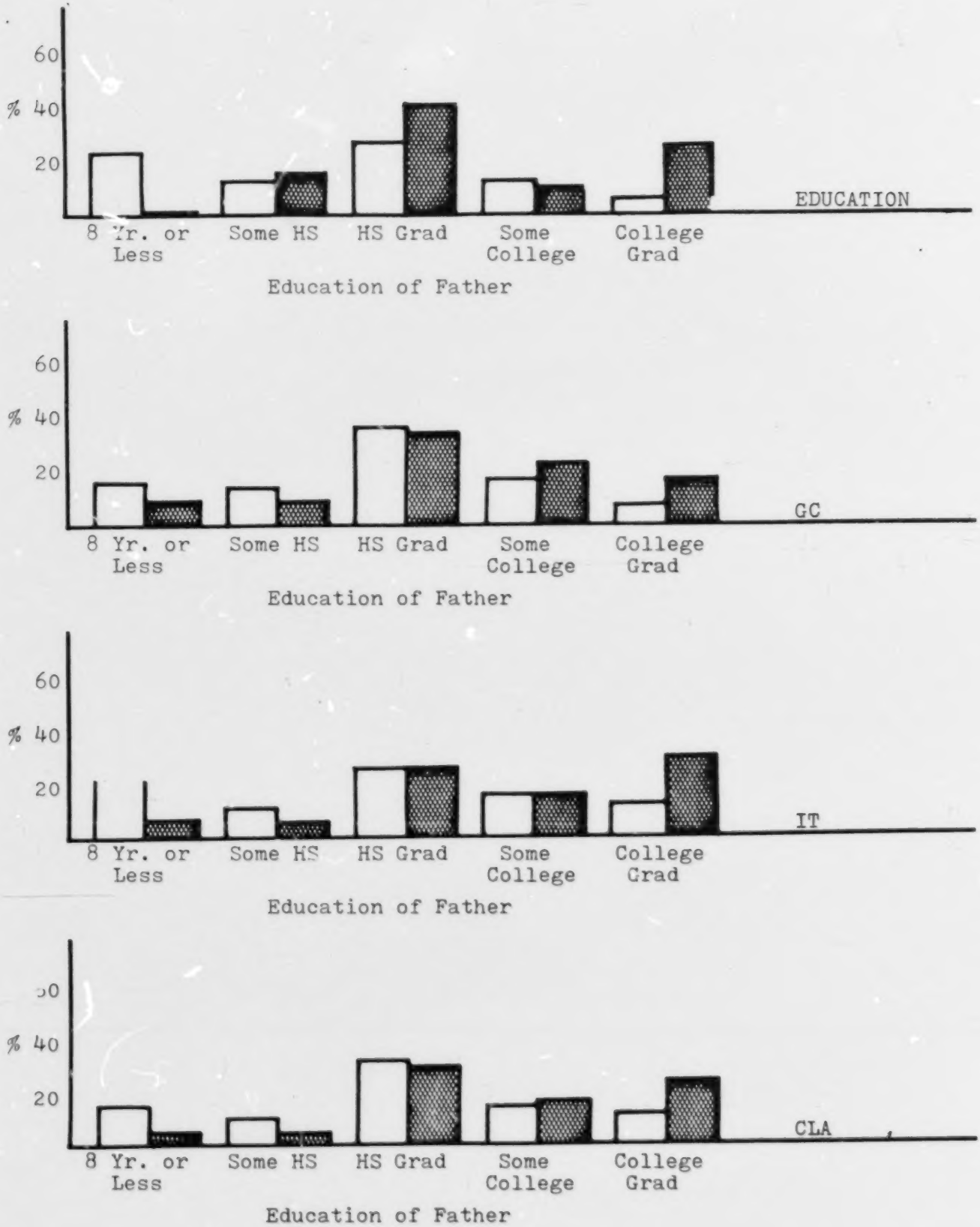


Figure 5. (Continued)

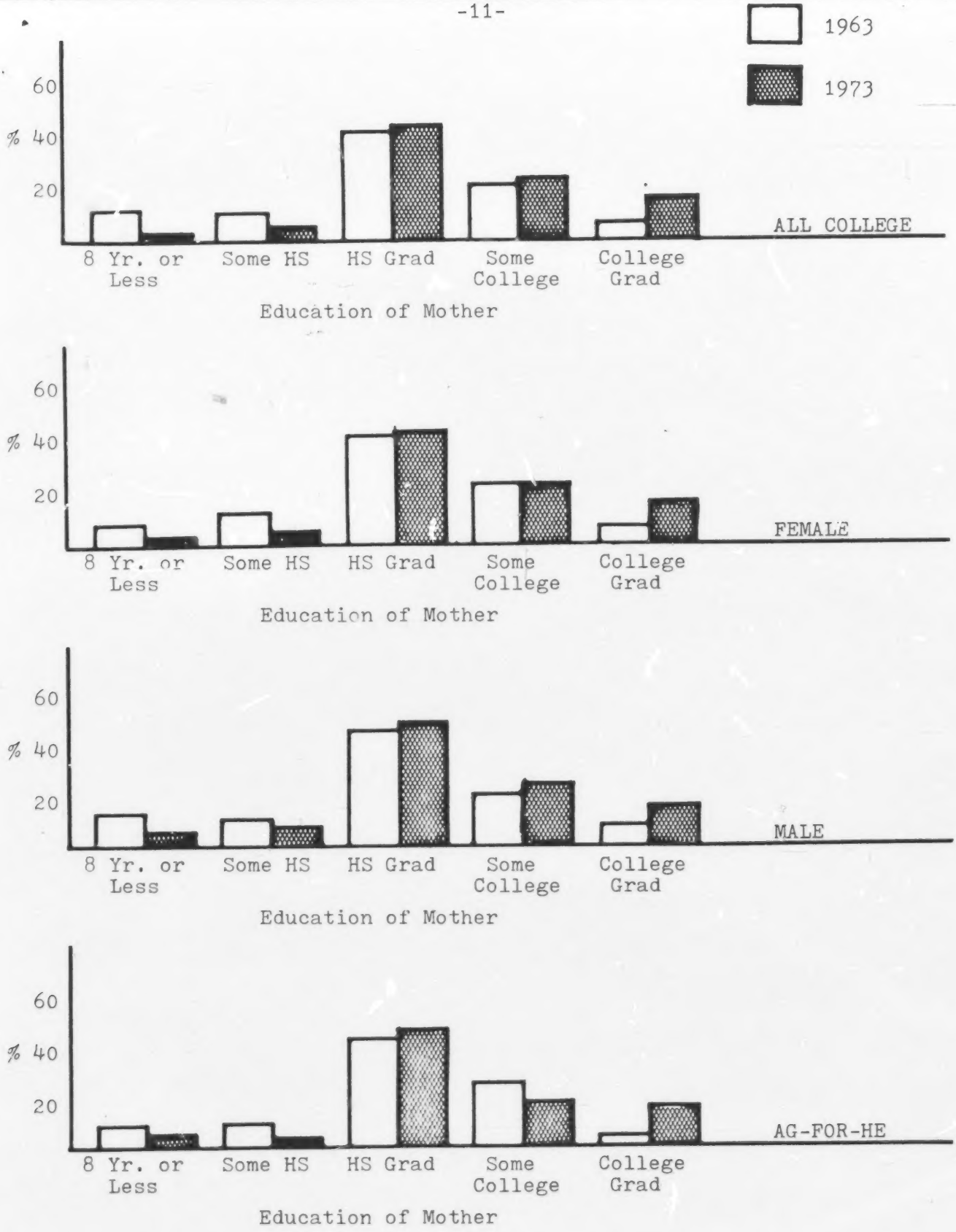
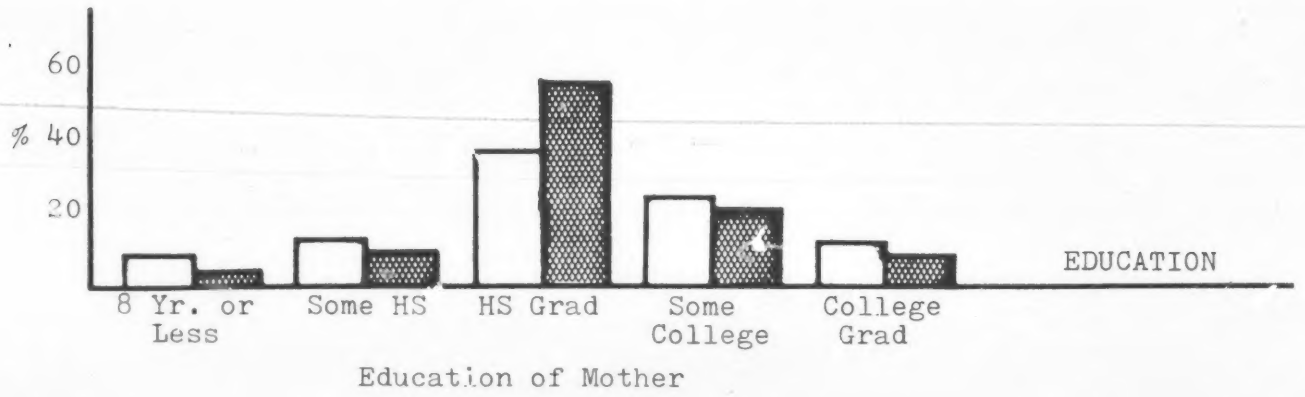
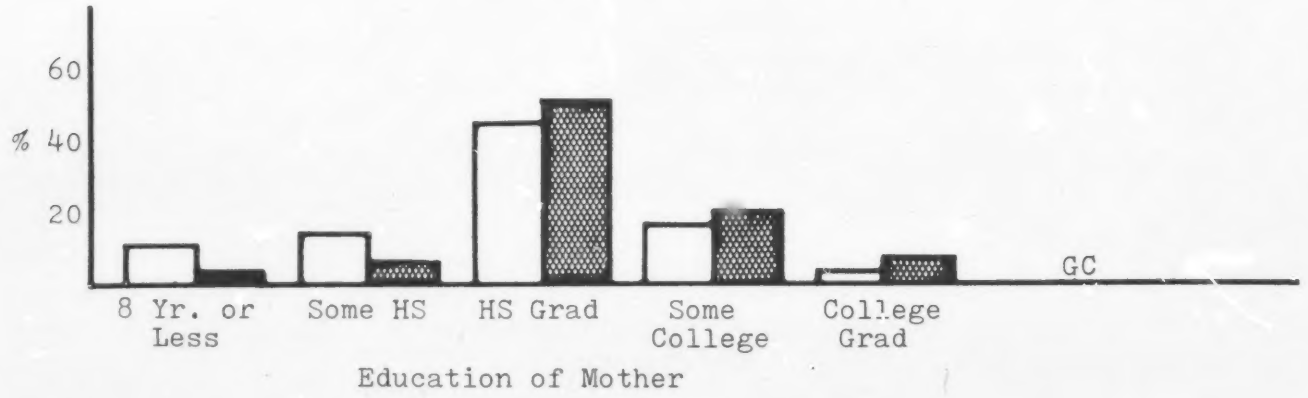
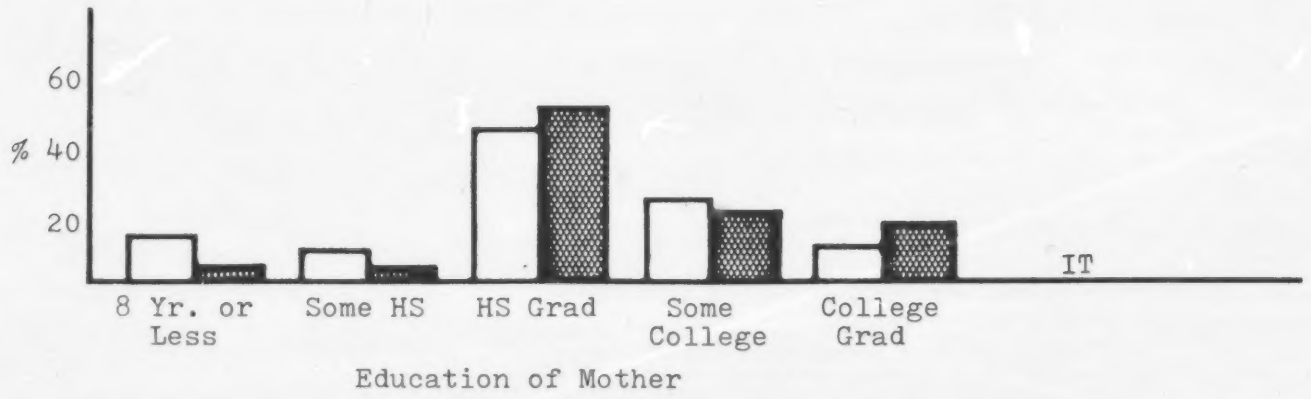


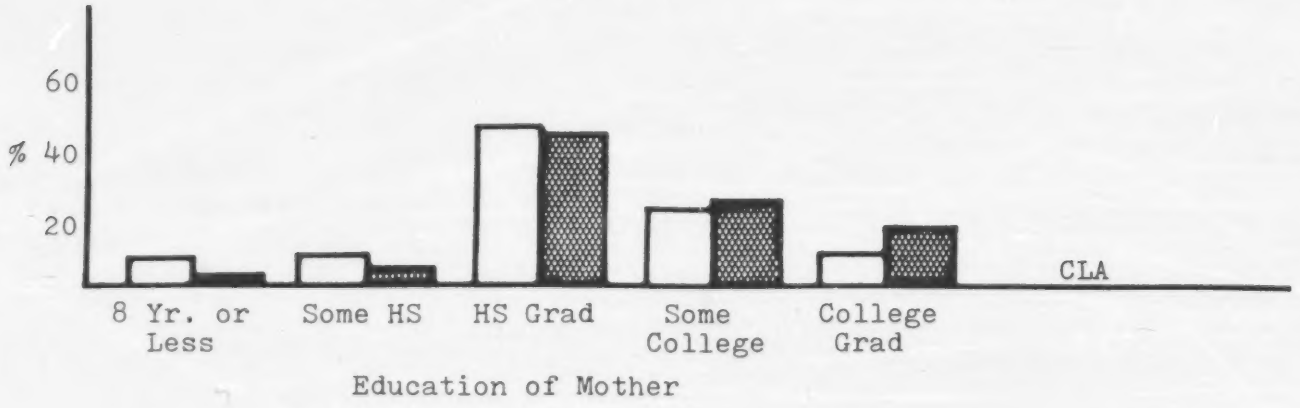
Figure 6.

Mother's Education for University of Minnesota Freshmen in 1963 and 1973 by Sex and College of Entrance.









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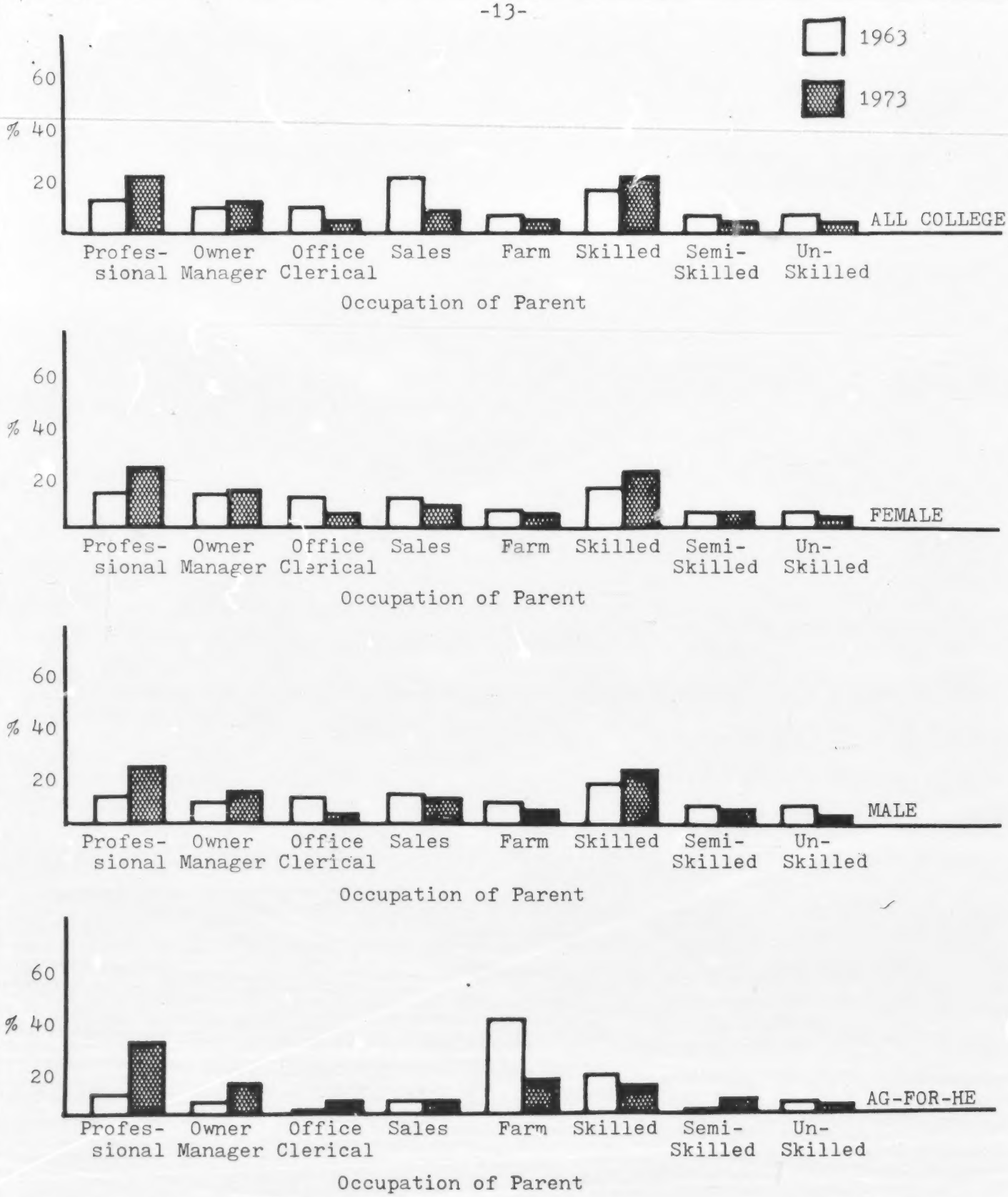

Figure 7.

Parental Occupation for University of Minnesota Freshmen in 1963 and 1973 by Sex and College of Entrance.

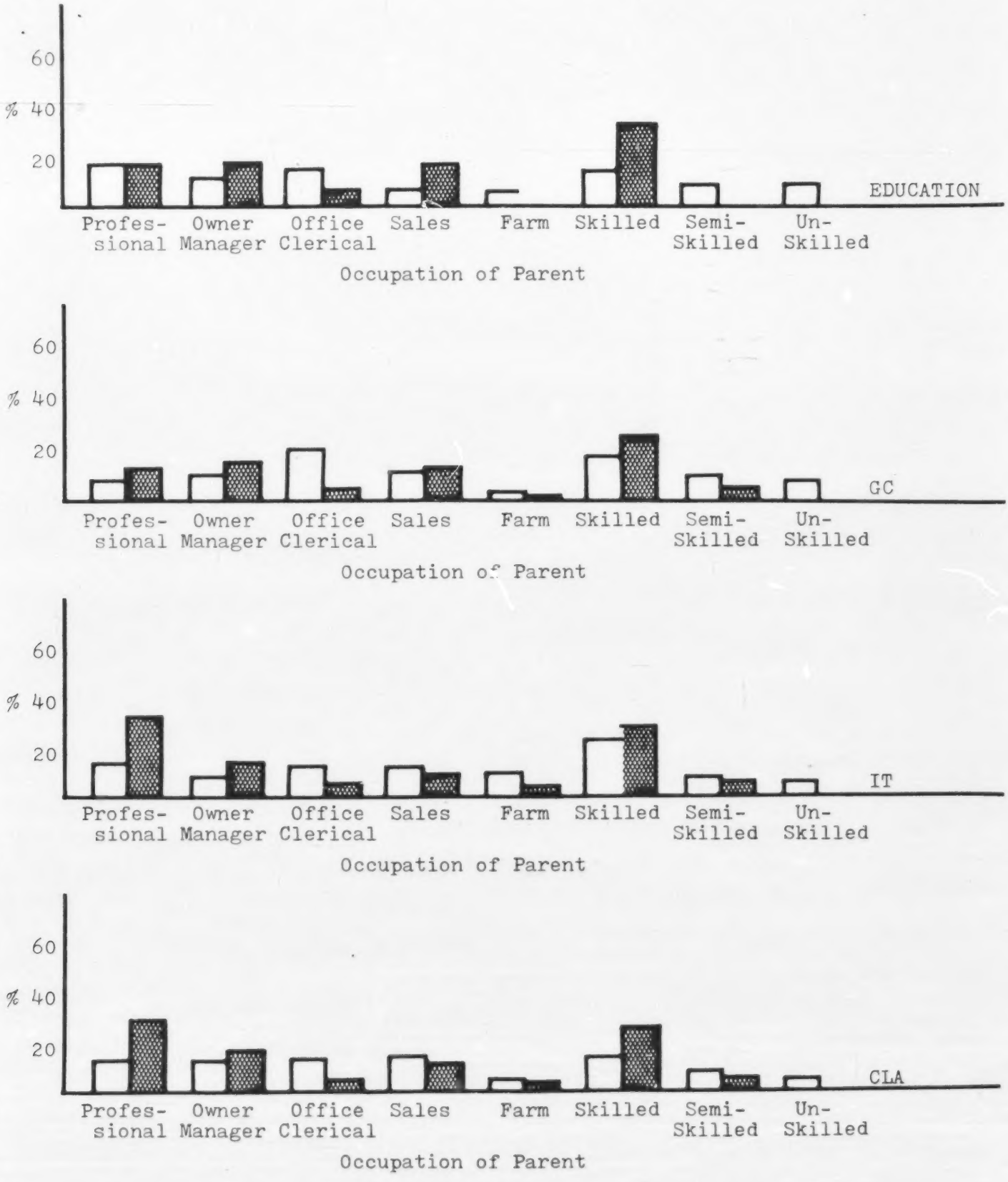

Figure 7. (Continued)

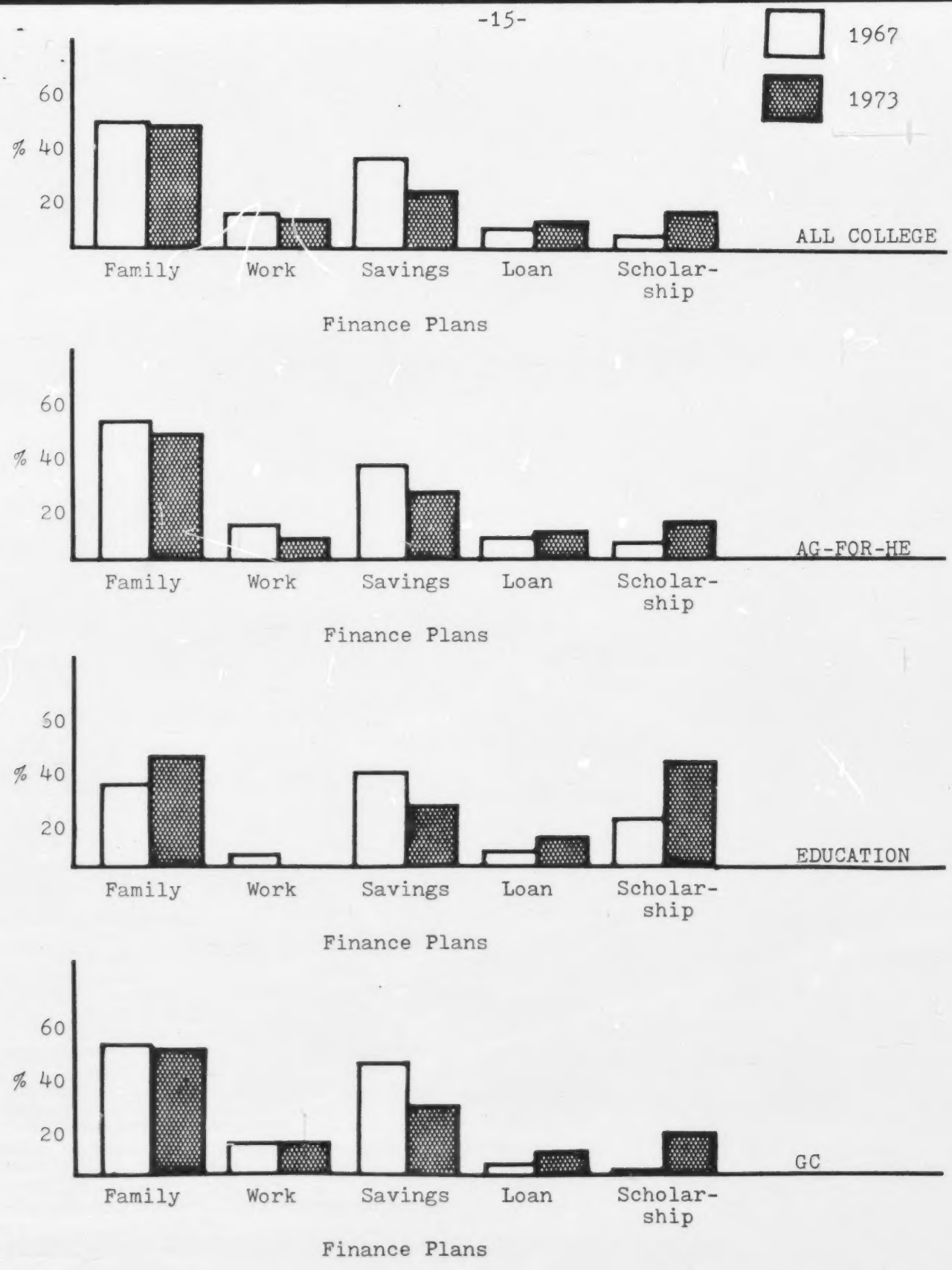

Figure 8.

Finance Plans (Methods Contributing 40% or More of Total Support) for University of Minnesota Freshmen in 1967 and 1973 by Sex and College of Entrance.

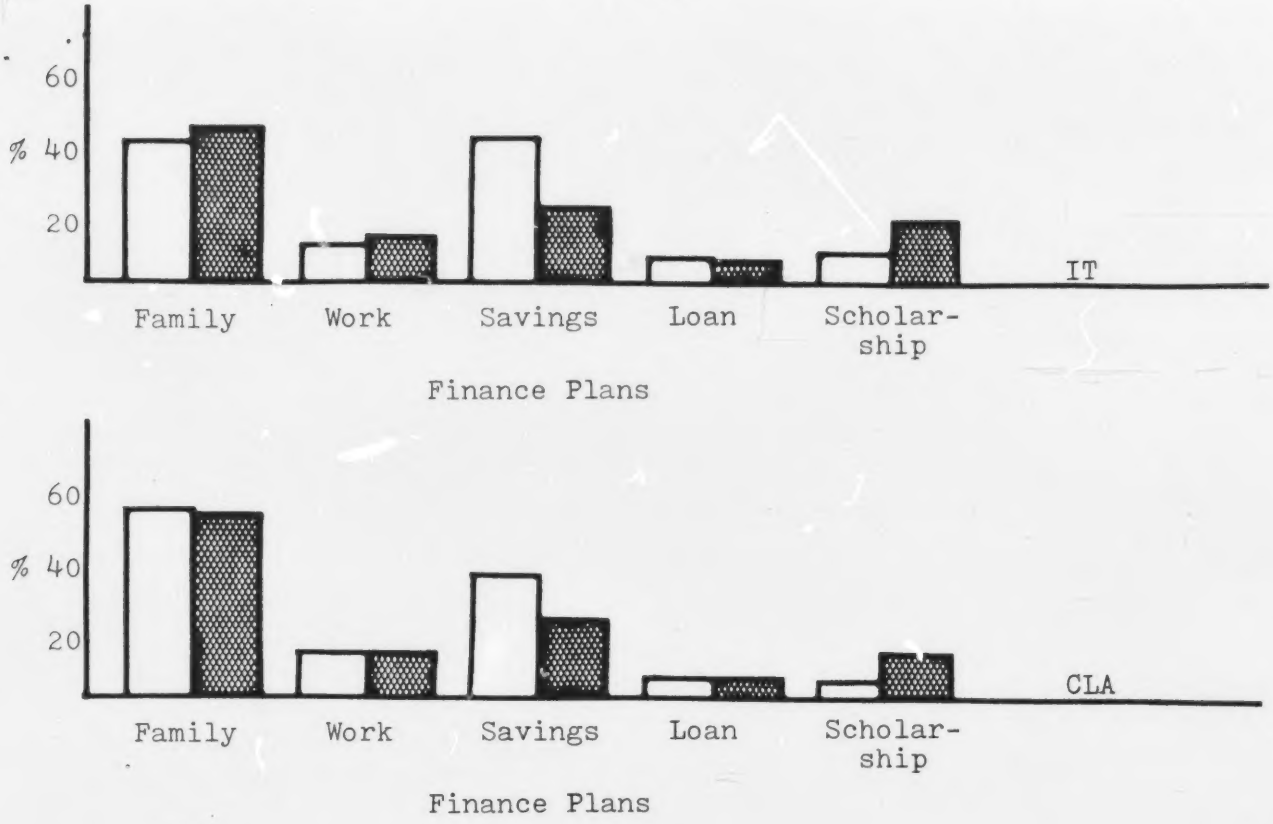

Figure 8. (Continued)